Hamesh Massay Science

7/20/17

Clean Water Project

Essential Question: Why is it important to keep our water supply clean?

Learning Objective: Students will collect data on their personal water usage and research ways to conserve our clean water supply.

Teacher Standard: 3c- Engaging students in Learning.

Duration: 3 periods

Key terms:

1. Reservoir
2. Watershed
3. Filtration
4. Ground water

Materials:

1. Personal water usage chart
2. Map New York State’s Reservoirs

Mini-Lesson:

Water is an essential element in sustaining life. 71% of our planet’s surface is water, yet only 0.5- 0.75% is fresh water. Therefore we need to maintain our fresh water supply to maintain our lives. Today we will begin a project to look at the amount of water you use daily and research ways to conserve our clean water.

Procedure:

1. Review the personal water use chart, explaining how students should complete their personal surveys.
2. Students will complete the water usage chart and find their total need for the day.
3. Students will bring their charts back to class and analyze the results, to identify areas where they can reduce the amount of water being used.
4. Introduce the map of NYC’s watershed, and have students brainstorm a list of ways to protect/conserve water.
5. Students take their ideas and research one to determine if it can

Conserve enough water to meet their needs.

1. Students return to class and share their research findings.
2. In conclusion the class will decide on what steps they can take to conserve more of our clean water resources.

Assessment:

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| --- | --- | --- | --- | --- |
| Category | 4-Excellent | 3-Good | 2-Satisfactory | 1-Poor |
| Task | Clear evidence that student used critical thinking to complete task | Well done and evidence of some critical thinking | Work completed but little evidence of critical thinking | Work is incomplete and lacks evidence of critical thinking |
| Collaboration | Always shares and works well with others | Supports the work of others | Sometimes works well with others | Does not work with others |
| Understanding  concepts | Demonstrates full understanding of science concepts | Demonstrates sound understanding of science concepts | Demonstrates partial understanding of science concepts | Does not demonstrate understanding of science concepts |

Accommodations:

ENL students will use personal glossaries and visual/graphic organizers to prepare their reports. Teacher will work in small groups to assist IEP students who need directions read aloud or have challenges organizing and expressing their thoughts.